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ABSTRACT

A review of the status of English language instruction in Pakistan begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher). Assessments of characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, the role of English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information are provided. It is concluded that despite the common use of English in academic and commercial contexts, Pakistan has a substantial lack of exposure to English language teaching in both public and private sectors, with poor teaching conditions, preservice teacher training, materials, and examinations. A minimum of five years is found to be necessary for the discipline of English language teaching to become established. (MSE)

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ENGLISH TEACHING PROFILE

Country: Pakistan

Date: July 1986

1. ROLE AND STATUS OF ENGLISH

The status of English in Pakistan is undeniably high, despite the well-publicized national-language role of Urdu. English is clung to most tenaciously by powerful sections of Pakistani society, such as the Armed Forces' officer class, the families which control the large commercial enterprises, the upper echelons of the Civil Service, and the land-owning class which dominates politics; it is an important factor in binding the ruling elite together. Academics, especially University staff, consider English to be essential as a medium of instruction. It is required for international contact (commercial and academic), it serves as a means of direct communication between Pakistan's diverse language groups (some of which are not keen on Urdu) and it is the medium of instruction or office communication in areas where Urdu has not yet been accepted.

There are some geographical differences in the use of English. The areas where English is most used are Sind (especially Karachi with its dominant commercial community and Sindhi linguistic nationalism), the Northwest Frontier Province, and Baluchistan whose languages are remote from Urdu. The Punjab, including the Federal Area, is a stronghold of Urdu, but even there Punjabi nationalism inhibits the advance of Urdu and conversely delays the replacement of English.

English is the medium of instruction at tertiary level (BA and postgraduate classes), except for Islamic and some other humanities subjects. Although at various times governments have declared that Urdu will supplant English in all subjects, this seems unlikely in the present political climate. To replace English would involve a formidable re-writing of teaching materials and the reorientation of the teaching staff, most of whom claim to be unable to

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lecture effectively in Urdu. All the same, the difficulty is as much emotional as practical. Lecturers often lecture partly in Urdu because their students cannot follow in English. This cannot be admitted officially because of the effect on credibility of University degree standards. University staff fear that abandonment of English may affect international standing. This attitude is strongest in Medicine and Engineering.

English is used as the medium of instruction in private schools, at secondary and (increasingly) primary level. Some, like Aitchison College, Lahore, or Edwards College, Peshawar, are old foundations based on British public school standards. Most are comparatively new commercial ventures. They have appeared in response to the decline in standards and conditions of study in the state system. The present government, unable to effect a noticeable improvement in standards in the state system, has resorted to encouraging the foundation of more private schools, often donating federal or provincial funds. It is now rare to find the children of even middle-rank civil servants attending a state school, except in Islamabad where they are less crowded and more prestigious.

A good private school is assumed to be English-medium. This is not always so but the owners of these establishments appear to be correct in assuming that a good knowledge of English is what parents want for their children.

The loan-rate for fiction in the Council's four libraries remains high but most people read for study and other informational purposes. Not much prose is written in English by local authors, but there is some good poetry. Literary use of English is on the wane. Few books published in English from abroad are reviewed.

Those educated at English-medium schools are presumably the market for the English paperbacks, ranging from the serious to romantic trivia, to be seen in bookshops.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Pre-primary and primary (ages 3-11)

This is offered only by private schools. There is a growing number of Montessori and other types of kindergarten, where English is introduced.

Secondary (ages 12-17)

English is taught throughout at government secondary schools; Urdu is the medium for all other subjects. Secondary education ends with the public Matric examination, for which English is a compulsory subject. This examination is available in Urdu and English versions but the English version is due to disappear in 1989. This has not, as intended, enhanced the prestige of Urdu. On the contrary, private schools are increasingly offering, instead of Matric, the University of Cambridge Local Examinations Syndicate (UCLES) 'Senior Cambridge' (a combination of O-level subjects accepted by the Pakistani authorities as equivalent to Matric), or the London University O-levels. Some schools put their weaker students in for Matric but even these seem to be switching to O-level. A-levels, or 'Higher Senior Cambridge', are offered by a very few schools.

Intermediate (ages 18-19)

Urdu is the medium in all but a very few elite institutions. English is compulsory for the two-year course leading to Bachelor of Arts (BA) entry, and for the Intermediate examinations, with humanities or science bias, which govern entry. Students spend these two years in 'colleges', which also offer first degree and sometimes postgraduate courses.

Tertiary (ages 20+)

English is, at least in theory, the medium of instruction for first degrees in all but some humanities subjects. English is a compulsory subject for all BA/B.Sc. students, and there is also an Elective English course, which must be taken by those wishing to enter MA English Studies. At Universities of Technology and Agriculture, which offer B.Sc. courses, the Compulsory English is often not provided.

Postgraduate (ages 22+)

MA (English) is offered by the Universities of Punjab (Lahore), Bahauddin Zakriya University (Multan), Islamia University (Bahawalpur), Sind (Hyderabad), Karachi, Peshawar, Baluchistan (Quetta), and (from 1987) the Allama Iqbal Open University, Islamabad. It is also available at some colleges offering intermediate and BA courses, which are affiliated to one of these universities for MA purposes. The focus of these MA courses is English literature, except the course at Allama Iqbal Open University which will be for TESL. Some universities have declared their intention to open MA (TESL) courses, but none has got beyond offering a couple of optional papers on language and linguistics within the existing MA course.

For the Master Teacher-Trainers' Course offered at the University Grants Commission (UGC) see Section 3.

English for vocational and academic purpose

English is supposed to be taught as a subject in vocational educational institutions but is often omitted.

At BA/B.Sc. and postgraduate levels, little English is given; the amount varies from place to place and (with three exceptions) never follows the principles of the Teaching of English for Academic Purposes. The exceptions are the Universities of Baluchistan, Quetta, and Bahauddin Zakriya, Multan, where the Asia Foundation has established English Language Units offering English for Academic Purposes (EAP) to science students, and the Aga Khan School of Nursing, Karachi, where such courses are run for nursing trainees by a team provided jointly by Overseas Development Agency (ODA) and the Aga Khan Foundation. EAP is expected to be offered by the new private Lahore University of Management Sciences. The Institute of Business Administration, University of Karachi, is exceptional in the state sector in providing advanced management-English courses.

The National Institute of Modern Languages, Islamabad, is a government institution offering language tuition in a variety of languages, including English, for selected government employees. Otherwise, there is no significant government involvement in non-formal or adult education. Private organizations provide 'make-up' courses for those offering state examinations as private candidates.

The Allama Iqbal Open University, based in Islamabad with provincial centres, is producing a series of English courses designed to parallel the existing

government syllabuses, from secondary to MA. The complete series should be available by 1989. The courses are being written by KELT (Key English Language Teaching) experts and Pakistani counterparts.

English is taught as a subject in the government colleges of education, which teach to B.Ed., for intending secondary school teachers. There is also a partial specialization within the B.Ed. course, on the teaching of English. However, B.Ed. graduates need not take this option to teach English in secondary classes, as it is still believed that English can be taught by any qualified teacher. Since all the MA English courses, except the forthcoming MA (TESL) at Allama Iqbal Open University, are literature-based, there is no English teacher-training for teachers at intermediate level, who are required to hold MA. For the Master Teacher-Trainers' Courses held at the University Grants Commission see Sections 3 and 8.

No English courses are given by professional bodies. The Armed Forces have language-teaching programmes for officers and some lower ranks.

Syllabuses

The Federal Ministry of Education (Curriculum Wing, Islamabad) is responsible for the syllabuses in English at secondary and intermediate level, while the universities are responsible for the syllabuses of their BA and MA English courses. The textbooks for secondary and intermediate are the responsibility of the four Textbook Boards of the Provincial Education Departments (i.e. the Boards for Punjab, Sind, North West Frontier Province and Baluchistan). The Provincial Departments and universities are responsible for the examinations of their respective fields (see Section 5).

There is no system of Inspection for English.

The achievement of pupils at both secondary and intermediate levels is extremely poor. The English examination results at Matric seem good, but only because the examinations are no effective test of skills. At intermediate and BA levels, the pass rate is under 20% and failure in English, a compulsory subject, is the principle cause of failure in the entire examination. Extensive reading is practically unknown at all levels in state institutions, so that the students merely 'grind through' their set texts and exercises, often using 'bazaar notes'. The examiners are forced to adhere very strictly to questions which have been individually worked through in class. There are persistent allegations of malpractice at examinations.

Only the Allama Iqbal Open University offers English through distance learning, but this involves little if any broadcastings. Pakistan radio and television have not, at least in recent years, used BBC English by Radio or Television programmes.

3. TEACHERS OF ENGLISH

In theory, there is no shortage of teachers of English. As already mentioned, anyone holding a B.Ed. degree, whether or not with any specialization in English, can teach English in secondary school. At intermediate and BA levels, it is also not too hard to find enough people with the required English literature MA. There is some shortage of teachers in unpopular localities, leading to even greater overcrowding of classes (see Section 6). In practice, there is an almost total lack of <u>any</u> properly-trained teachers of English at either secondary or intermediate level since neither the B.Ed. or MA courses provide adequate professional training in ELT.

British and other expatriate teachers of English in Pakistan

In July 1986, the expatriate ELT community consists of:

Two KELTs, at the University Grants commission and Allama Iqbal Open University (which should increase its team to two later in 1986 (see Section 8).

Three British teachers, recruited by the Overseas Education Administration Department of the British Council, forming the nucleus of the English Language Unit at the Aga Khan School of Nursing, Karachi (see Section 8).

Three American TESL-qualified staff, working in the English Language Units set up by the Asia Foundation at the Universities of Baluchistan, Quetta, and Bahauddin Zakriya, Multan.

British and American staff at a few international English-medium private schools, such as the Lahore American School, Islamabad International School, the British Embassy School, Islamabad, and Karachi Grammar School.

Sundry individuals, such as expatriate wives of Pakistanis, with or without formal ELT qualifications, teaching in various places.

There is no British Volunteer Programme in English Teaching, and no British or American recruitment to any secondary or intermediate institution in the state system. It is unlikely that the government will seek such recruitment, but some private schools may recruit from abroad. The Representative directs such enquiries to private recruitment agencies in UK. The number of KELTs may increase, with the opening of MA (TESL) courses and EAP centres in several universities. There is also a possibility of KELT involvement with a reform of secondary teaching of English. KELT involvement with the Master Teacher-Trainers' Course is expected to continue.

Training teachers

For qualifications needed to teach English at secondary and intermediate levels, see Section 2. The courses available do not provide adequate ELT Methodology, and the MA course is not even intended to do so. The Federal Government has the following plans to remedy this:

Training of Master Teacher-Trainers

There is a desperate need for fully TESL-qualified teachers who could staff future MA (TESL) departments and EAP English Language Units at universities, and reform the teaching of English at intermediate and BA levels. The National Academy of Higher Education, part of the University Grants Commission, Islamabad, runs a regular Master Teacher-Trainers' Course, supervised by KELT staff. The course consists of four months' intensive teaching, followed by supervised project work in the participants' institutions, and leads to a Diploma from the Allama Iqbal Open University. Two courses have been given to a total of about fifty participants, drawn mainly from MA English Departments of universities and their affiliated colleges. Some participants have been awarded scholarships under the Technical Co-operation (TC) programme. This programme will continue and the Council and ODA are committed to supporting it.

Reform of secondary school English teaching

The Curriculum Wing of the Federal Ministry of Education is moving towards a

reform of the secondary English syllabus, and hopes to persuade the Provincial Textbook Boards to adopt a new course-book, probably based on an existing course used in another country. This reform would be accompanied by a massive re-training programme of secondary school teachers of English, and reform of the syllabus for English within the B.Ed. offered by the government colleges of education. The Ministry has requested a long advisory visit by a British expert, for late 1986, and this programme is expected to involve much more British input. However, the size of the operation makes it doubtful.

Apart from these Federal initiatives, provincial and even district education authorities occasionally run in-service training for teachers of English. However, the lack of TESL-qualified teacher-trainers, and the authorities' inability to follow up the training with inspection or to improve classroom conditions, make these initiatives practically useless. A more hopeful sign is the expanding activity of the Society of Pakistani English Language Teachers' (SPELT).

SPELT formed in Karachi in 1983/4, and is still mainly active in Karachi, although there are now branches in Lahore and Peshawar. Its leading figures have been tutors and leading participants on the Master Teacher-Trainers' Course. By concentrating on self-help, SPELT has managed to spread interest in TESL methodology and to enable its members to try new methods. SPELT enjoys good relations with the Sind educational authorities, and is embarking on a part-time training course for serving secondary school teachers. The writers of Thinkout to Oxford English for Colleges are leading SPELT members.

4. MATERIALS SUPPORT

All materials set for English at all levels of the state system are produced in Pakistan, and normally available in sufficient quantity. In secondary and intermediate classes, the textbooks are written and produced by the four Provincial Textbook Boards. At BA and MA levels, they are chosen, and in some cases written at the behest of university English Departments. The quality of the books varies from poor to disastrous. The secondary school textbooks are sketchy and reflect outdated methodology, but could be used effectively by trained teachers in good classroom conditions (neither of which exist). The books for intermediate and BA (where it is assumed that the students will have become fluent in English at secondary school and need only the finer touches, to be imparted by learned lectures) are entirely inappropriate in level and content. Teachers' books are generally not available or non-existent. Intermediate and BA students are normally reduced to learning their textbooks by heart, together with model answers to examination questions, available from bazaar notes. There are no students' workbooks, and no requirements for extensive reading. Oxford University Press (OUP), the only foreign publisher operating in Pakistan, produces a few ELT titles, which are used in some English-medium schools. These all seem to be by one author (D. H. Howe). Of them, Oxford English for Colleges, a cut-down version of a longer book, has been adopted by Karachi University for BA English classes in Sind. A useful Thinkout, i.e. Teacher's Book for this course-book has been produced by three teachers belonging to SPELT. This is the only ELT teacher's book available in Pakistan at any level. A copy is in the Council's ELT archives.

None of the officially-approved materials is accompanied by audio-visual material, and teachers usually have no experience of using such materials.

However, The British Council libraries in Pakistan have built up audio-cassette libraries in recent years and report a growing interest.

English classics are available in Urdu translations. Recent work is also translated but the severe problem of piracy discourages this.

5. EDUCATION ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Federal Ministry of Education, Islamabad

This controls secondary and intermediate curricula and syllabuses through its Curriculum Wing. Also, through the University Grants Commission, it ultimately controls the universities. All requests for foreign aid must be channelled through the Federal Ministry for final approval by Economic Affairs Division, Federal Ministry of Finance, before they can be acted on by the Council or ODA.

University Grants Commission, Islamabad

Working to the Federal Ministry, the Commission approves curriculum changes by the universities. It would have to approve, for example, any proposal for the establishment of MA (TESL) or EAP English Language Units at any university. Part of the Commission is the National Academy for Higher Education (NAHE), responsible for the professional training of university staff in all subjects. Within NAHE, a Research Officer (with the help of a KELT) is responsible for the teacher-training programme in English, consisting now of the Master Teacher-Trainers' Courses. The current Director of NAHE is also an ELT specialist. These two appointments are the most influential for the reform of English Teaching in Pakistan, and are the Council's constant point of contact.

Curriculum Wing, Federal Ministry of Education, Islamabad

The Council has had less contact here because of the government's pre-occupation with Master Teacher-Training for tertiary level. However, the proposed reform of English-teaching in secondary schools will make this a key point of input in future.

Provincial Ministries of Education

Working first to the provincial governments, these are mainly concerned with administration of secondary and intermediate institutions, including government colleges of education. In practice the provincial departments find little time or money to take initiatives in in-service training, which is also their responsibility. The Provincial Textbook Boards, on the other hand, jealously guard their right to produce prescribed textbooks.

Universities and affiliated colleges

Universities are governed by Senates, and administered by their Vice-Chancellors as chief executives, under an honorary Chancellor (often a Provincial Governor). They are supplied with grants through the University Grants Commission, which also vets new courses, and provides in-service training. New syllabuses etc. are agreed at Subject Boards of Studies, for approval by the Academic Council. The affiliated colleges, some of which are located in distant towns, may offer courses at intermediate, BA and MA levels.

The BA and MA courses follow the university syllabuses, while the intermediate classes follow the courses provided by the Provincial Textbook Boards for the Federal syllabuses.

Private institutions

Private primary and secondary schools are supposed to be registered with the Provincial Ministries of Education but quite a few seem to operate without this. Otherwise, their only point of contact with the state system is through the examinations (but see Section 7). There is also a growing number of private universities, which are not actually controlled by the University Grants Commission, but have had to obtain charters from the Federal Ministry. These include the Aga Khan University, Karachi (which contains the Aga Khan School of Nursing-see Section 2-and a medical college), Lahore University of Management Sciences, and the International Islamic University, Islamabad.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The present education system does not differ in overall structure from that left by the British administration in India. That system was intended to produce an elite which would run the administration, and to equip them with 'modern ways of thinking', and enough Western culture to be able to hold their own in a British-dominated world. This implied the need for fluency in English, and was achieved through English-medium education at secondary and tertiary levels. There were non-English-medium institutions of high standing, where English was also learnt there to an acceptable standard.

Independence has changed Pakistan's view of the world, but has not removed the veneration of English. New objectives of education in Pakistan have appeared, such as nation-building, Islamization, university literacy, and most significantly the change to Urdu. Despite temporary enthusiasm for these aims at the expense of English, the 'English lobby' has been able to regain lost ground. Since 1982, the President, and successive Ministers of Education have consistently repeated their support for the preservation of English. The usual justification for this is the role of English as the international language of technology and information.

However, the development of English teaching is not the subject of long-term planning by the government. Initiatives such as the Curriculum Wing's projected reform of secondary English teaching and the establishment of MA (TESL) courses follow no definite timetable, and even the established Master Teacher-Trainers' Course happens at uncertain intervals, without planned quotas of participants from chosen institutions.

The Federal Government's main objective in education is that of universal literacy, through a massive effort at primary level. The existing output of the primary system is causing serious overcrowding at secondary level (usual class size 50-75), and even more so at intermediate level (class size rarely less than 100). The failure to devote the necessary minimum of resources to education has so far defeated all efforts to establish ELT. Until provision is made, talk of planning is meaningless.

Within the universities, the University Grants Commission is planning an extension of the teaching of English for Academic Purposes, in which two Units, staffed by the Asia Foundation, are already working. The Commission has submitted to the Federal Government a proposal for opening four more Units in the next two years, with support from ODA and Asia Foundation. This expansion can be expected to continue, though timings are uncertain. The opening of at least one MA (TESL) Department is included in this proposal.

The National Academy of Higher Education (UGC) is now, within the hierarchy described in Section 5, the most influential institution involved in planning English teaching, though Curriculum Wing has an essential role to play in any major reform of the secondary and intermediate situation.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

Private universities

See also Section 5. The Aga Khan University, including the School of Nursing and Medical College, has from the start insisted on total English-medium competence from its staff and students. Even administrative staff are to receive ELT. This is clearly seen by the Aga Khan Foundation as an essential feature of a modern university of western standard, but catering to the needs of a poor and Islamic society. It has arranged pre-sessional courses in English for its student-nurse intake, and seems likely to do the same for its medical student intake in due course. The Aga Khan University has invested in half the funding of three British Council-recruited teachers (the other half being contributed by ODA). The Lahore University of Management Sciences, opening in September 1986, has also committed itself to competence in English.

English-medium schools (see also Section 1)

These may number as many as 1,000, ranging from venerated institutions to the barely respectable. Few have staff trained in the teaching of English as a second language, and in general if their students emerge with a good command of English this is due to the immersion effect of English-medium, not to the stultifying methods used in English classes. There is some interest from private schools in British Council Summer Schools (three paying places were taken up in 1986), and possible recruitment of ELT and other staff from UK. British Council offices in Pakistan maintain lists of at least the most prominent English-medium schools in their regions. Only one school, Bloomfield Hall, Lahore, is linked to a British institution, having been founded by City of London College, London.

British examinations in English (see also Section 11)

An increasing number of private English-medium schools offer the 'Senior Cambridge' and eventually the 'Higher Senior Cambridge' examinations. These are groups of O- and A-levels respectively, set by University of Cambridge Local Examinations Syndicate. Others are adopting the London Board GCE. This is in response to a demand from parents for an internationally recognized school examination, and also to the forthcoming abolition of the English-version Matriculation examination. The Cambridge examinations in English (FCE, CPE) are as yet not held in Pakistan, though there has been some recent interest. About 150 candidates take ELTS each year, at the British Council Centres in Islamabad, Lahore and Karachi.

Commercial institutes

There are numerous small-scale tutorial establishments, usually combining 'make-up' lessons for state examinations in English with those for the rest of the curriculum. A very few offer English only, but have practically no ELT-trained staff. The only sizeable operation is that offered by the Pakistani-American Cultural Societies, which are professionally run and clearly successful. The largest of these, in Karachi, has 6,000 students, and its other centres, in Quetta, Hyderabad and Peshawar total another 1,000.

Aid-orientated ELT

In support of the expanded American Aid Programmes to Pakistan, some emergency English-teaching operations are being run by the United States Agency for International Development (USAID) in Islamabad and Peshawar, for government employees who are to go to the USA on aid awards. Some other aid agencies, in Baluchistan and the Northwest Frontier Province, also run language classes for refugees and Pakistani employees of aid bodies. These agencies are sometimes advised by the Council and lent materials. A notable initiative has been the establishment of English classes at the Christian Technical Training Institute, Gujranwala, by its British Missionary Director, with a UK-recruited TEFL specialist in charge.

ESP/EAP outside the state system

The private universities are fully orientated to EAP. Private schools, like their state counterparts, offer no help within the English curriculum to the students' English language needs to their school subjects, or their subsequent needs at university. The Pakistani American Cultural Centre (PACC) may offer some special group courses.

English literature study outside the state system

At private schools, this only extends to the study of the Matric English or Cambridge English literature syllabuses. PACC teaching is not literature-orientated.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

British Council Centres

There is no Direct Teaching of English (DTE) activity in British Council centres in Pakistan. The principle obstacle is the lack of local suitably qualified expatriate teachers. A recent visit by the English Language Management Department identified Lahore as the centre with best potential, if teachers were available.

Key English Language Teaching

There are two KELT Projects in Pakistan:

Allama Iqbal Open University, Islamabad (with provincial centres)

Since 1983, Mr D.O. Hunt has been English Teaching Adviser, responsible for counterpart training and course-writing for the Allama Iqbal Open University distance-education courses in English at secondary and tertiary levels. These, ranging from secondary to MA (TESL) should all be on offer by 1989. Mr Hunt will be succeeded in 1986 by two KELTs, whose special responsibility will be the completion of work on the MA (TESL), training local tutors, and writing the intermediate English course. The KELT programme at Allama Iqbal Open University complements a much wider involvement with ODA. The new appointments run to 1988.

National Academy of Higher Education (University Grants Commission, Islamabad)

The KELT project at the National Academy for Higher Education is responsible for running Master Teacher-Trainer's Courses for staff of MA (English)

departments at universities and affiliated colleges. The objective is to create a cadre of TESL-trained staff for MA (TESL) departments and EAP Units. The first course, in 1983/4 was run by staff of Manchester University under a KELT consultancy. From 1985/6, the second and later courses are being run by Mr R. Shiell, KELT Adviser; his appointment runs to 1987. The Council has also provided short-term visiting lectures from the UK for this course.

There is some prospect of an enlarged KELT programme. In principle, KELT recruitment has been approved for universities opening MA (TESL) departments, and those opening English language units for EAP. (See the report by Clive Taylor, ELMD, on his visit to Pakistan, March 1986). No definite time-scale is clear as yet. KELT involvement is also possible at the Federal Ministry of Education Curriculum Wing.

ODA Education Seminars (ELT)

In 1986, the ODA Education Seminar Programme will be used for an ELT seminar for teachers of English in Islamabad. This programme may be used more regularly in future, in support of the Curriculum Wing Project for reform of secondary teaching of English.

Council recruitment to other organizations

The EAP Unit at Aga Khan School of Nursing, Karachi, for the up-grading of the English of nursing trainees, has three British staff, the cost being shared equally by ODA and the Aga Khan Foundation. The team leader is Mr G. Taylor and the project ends in 1987. A recent evaluation by Ms M. J. St John, of the University of Aston, on behalf of Aga Khan Foundation, recommends continuation in a somewhat different form. The team have been used for direct teaching, course design and counterpart training. They have also taught on the Master Teacher-Trainer's Course and local seminars for Allama Iqbal Open University students.

Conferences

The University Grants Commission, Islamabad, holds an annual Conference on TEFL/TESL. This series began in 1983, and the quality of the papers has gradually improved. Besides Pakistani contributors, KELT, British Council staff, America TEFL staff in Pakistan and occasionally special visitors from abroad, have presented papers. Conference reports are held by the ELT library. The Society of Pakistani English Language Teachers, SPELT, (see Section 3) also runs annual conferences; details obtainable through Regional Director Karachi.

English literature

Because the establishment of ELT receives overwhelming priority from both the Council and ODA, no British resources are given to teaching English literature. Nevertheless, the subject is alive and well in university English departments, listed in Section 2, especially in Peshawar and Karachi. Most staff have studied in Britain or the USA.

Teaching materials (see also Section 4)

Practically no foreign ELT materials are in use in Pakistan state institutions, apart from the few OUP local publications mentioned in Section 4. The KELT Project at the National Academy for Higher Education (Section 8) has brought trainee Master Teacher-Trainers into contact with a wide range of British materials. British material has also been introduced at the English Language Units at the Universities of Baluchistan (Quetta) and Bahauddin

Zakriya University (Multan) by the American staff sent there by the Asia Foundation, the Longman Nucleus series has been adopted. The Aga Khan School of Nursing team have introduced Heinemann's Main Course English. Audio-cassettes and extensive reading material have been popularized by the British Council's libraries, and there is increasing interest mostly from private schools, in buying these. British ELT publishers have been reluctant to push their products in Pakistan, for fear of piracy - a fear not yet dispelled. There is interest in British ELT video, also popularized by the Council libraries. Only a very few teachers in Pakistan have had any training in the use of audio and video (see Section 11).

Book Presentation Programme

In support of the effort to establish TESL as a university discipline, substantial Book Presentation Programme donations have been made to institutions thinking of starting MA (TESL) and English Language Units for EAP. This will be continued over the next few years. Presentations have also been made to the National Academy for Higher Education and Allama Iqbal Open University, in support of the KELT projects.

Study in the UK

Ten awards under the Technical Co-operation Training Programme have been reserved by ODA for TESL, in the Programme for 1986/7, and this is due to continue for the next few years. These trainees will be selected from institutions likely to start MA (TESL) or English Language Units, and will usually have completed the Master Teacher-Trainers' Course at the National Academy for Higher Education. One or two British Council Fellowships will also be offered annually in this field. Fee-Scholarships are being given to five to ten teachers of English from various levels each year, to attend the British Council's annual Summer School Programme.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Direct Teaching of English

The Pakistani-American Cultural Centres in Karachi, Hyderabad, Quetta and Peshawar, are not financially supported by the US Government. However, they receive professional advice from a United States Information Agency (USIA) Specialist Officer based in Islamabad. A total of 7,000 students attend these centres. Direct teaching has also been arranged by the United States Agency for International Development (USAID) for prospective counterparts for the large USAID projects in Pakistan, especially in agriculture and power engineering.

Support for English for Academic Purposes

The Asia Foundation, with the agreement of the University Grants Commission has set up two English Language Centres for the Teaching of English for Academic Purposes to B.Sc. and M.Sc. students at the Universities of Baluchistan (Quetta) and Bahauddin Zakriya (Multan), providing three expatriate staff and materials. It is expected that the Foundation will open two more Centres during 1986-8, and that the Council will in future share the task of providing this service to all universities.

Consultancies etc.

American specialists have been supplied to University Grants Commission Conferences and to the Master Teacher-Trainers' Course. The Asia Foundation has shown itself willing to respond with such staff whenever requested by the Commission or other Federal Government agencies.

Examinations

The TOEFL (Test of English as a Foreign Language) examination is regularly taken in many Centres in Pakistan, and is taught for at the Pakistani-American Cultural Centres.

Study in USA

The Asia Foundation has arranged Summer Seminar visits (3 months) in the USA for prospective staff of English Language Units, and the US-Government offers other occasional visits by key TEFL staff, such as those at the National Academy for Higher Education.

10. OTHER AGENCY SUPPORT

The Aga Khan Foundation strongly supports the Teaching of English and insists on its use as medium of instruction and administration at the Aga Khan University, Karachi. It has shared with ODA the funding of three British staff for the English Language Unit at the Aga Khan School of Nursing. It can be expected that the Aga Khan Foundation will extend this emphasis on English to the educational institutions being provided for the Ismaili Community all over Pakistan.

A few Pakistani teachers of English have been sent on Colombo Plan scholarships for TESL training in Australia.

11. COMMERCIAL OPPORTUNITIES

Because of the very small exposure that Pakistan has had to ELT methodology or recently-produced materials, institutions are very unprepared to select books or equipment really suited to their needs. The only places where teachers can see comprehensive selections at ELT books are the Master Teacher-Trainers' Course at the University Grants Commission institutions which have had Book Presentation Programmes, and the four British Council libaries. There is no bookseller stocking ELT books beyond the few OUP titles used in some places (see Section 4). There is no public centre where equipment such as cassette-players, is demonstrated in a teaching situation. Even senior teachers of English have rarely set eyes on any ELT book published since 1970, let alone followed the developments in the subject. Often teachers do not distinguish between the terms 'language laboratory' and 'tape-recorder'. This means that private schools with funds to spend are liable to buy equipment and course-books which they are untrained to use, to the eventual discredit of the suppliers. Publishers thinking of promoting their materials in Pakistan should be encouraged to provide training.

Piracy of foreign and locally-published materials is a serious problem, and has certainly discouraged British firms. An up-to-date report on this should be obtained from the British Council's Book Promotion Department or Chief Librarian, Pakistan (based in Lahore), as the position changes constantly.

Keeping the above in mind, the opportunities in books, software and hardware are:

Private schools

Depending on their awareness of ELT, these schools could be in the market for course-books, practice material, and extensive reading books. Materials suitable for O-level English Language (Cambridge and London Boards) should have a special attraction. Such schools are also becoming interested in hardware, in the shape of cassette-recorders, and in language-labs, video and computerized learning. This reflects parental demands, not the schools' expertise.

Universities

Universities are increasingly anxious about their students' poor ability to follow courses given through English-medium, and are becoming interested in foreign textbooks and equipment, as well as organizing EAP facilities. There should be a market for British EAP materials, already introduced in the American-staffed English Language Units at Quetta and Multan. At the private universities, especially the Aga Khan University and the Lahore University of Management Sciences, which are free of the usual financial constraints, there should be a better chance of sales of advanced EAP materials, including advanced case study-type material for medicine and management trainees. Self-access materials and their equipment should also be promoted to these institutions.

British ELT publishers who want to promote their materials, should take advantage of the British book fairs, held in Karachi in 1984 and 1985 and now planned annually for Karachi and Lahore. Information can be obtained from Book Promotion Department or Chief Librarian Pakistan.

Examinations

The market for Cambridge and London GCE should increase over the next few years, if the Pakistan Government encourages the growth of private schools. There has been some interest in the Cambridge examinations in English (FCE, CPE), especially in the recently-introduced Preliminary Certificate. However, in the absence of British Council DTE, this is unlikely to progress far.

Paid consultancies etc.

A few private schools have recruited headmasters by advertising in the UK, and the British Council undertakes Paid Recruitment for the British Embassy School, Islamabad. The large Beaconhouse chain of schools recruited a Curriculum Adviser by advertisement in the UK, and this may be the start of a demand for British professionals in various areas of school teaching and administration. ELT should be one such area. There should also be a market for seminars in TESL for teachers of private schools. This demand is to be expected mainly from Karachi and Lahore.

Some private schools have begun to pay for their teachers to attend British Council Summer Schools. Since the Council does not necessarily give teachers from private schools priority for Summer School places, there could be a demand for other Summer School facilities for these teachers.

It is normal for students at both state and private schools to take coaching in many school subjects, including English. However, this is strictly geared to passing the school examinations, not to the sort of competence required for

ELTS or TOEFL. Some coaches offer TOEFL courses for those proceeding to the USA. Many Pakistanis study abroad, in the UK and increasingly in the USA.

12. CREATIVE WRITING

This will be dealt with in more detail in the forthcoming English Literature Profile. English is still the preferred medium of several Pakistani writers of literary prose and poetry criticism, as well as being used for academic writing in other subjects. There are a number of literary groups, but members may produce work in English or Urdu. Literary magazines commonly have both English and Urdu sections. The best-known writers in English from Pakistan who have been published abroad, in recent years, are Salman Rushdie, Hanif Kureishi and Bapsy Sidhwa; only Sidhwa is normally resident in Pakistan. The outlook for future English-medium writing from Pakistan is not encouraging.

13. CURRENT RESEARCH

There is no postgraduate research in ELT. Students work for M.Phil. or Ph.D. in English literature at some universities, but this has no relevance to language teaching. University libraries are out-dated, and only those which have had Book Presentation Programmes (Section 8) could support research activity in ELT.

It is likely that the National Academy of Higher Education, UGC, Islamabad, will develop a research programme. There are no links with British institutions for research in ELT or literature.

In addition to Technical Co-operation and British Council Fellows in ELT, and British Council Summer School participants, British Council Visitorship programmes have been arranged for a few staff of the National Academy for Higher Education and University English Departments in the last few years. Specialist Tours have handled two visits by ODA-funded lecturers to take part in the Master Teacher-Trainers' Course (Section 8).

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

Pakistan has no central institution devoted to ELT to produce monographs on ELT questions. The National Academy of Higher Education, UGC, Islamabad, is attempting to assume this role. It has published the reports of the international conferences on English language teaching held annually since 1983. It also publishes a Higher Education Newsletter, which carries occasional relevant articles and notices. Better Education, a monthly appearing in Karachi, has recently devoted much space to ELT questions, and has carried articles by Council and US ELT specialists. The Society of Pakistani English Language Teachers (SPELT) produces a regular newsletter and conference reports.

Within the British Council, the most up-to-date assessment of the situation is the Tour Report by Clive Taylor (ELMD), who visited nearly all the institutions mentioned in this Profile during March 1986. Previous correspondence between Regional Director Lahore, and ODA is also informative. KELT post reports by Mr D. O. Hunt (Allama Iqbal Open University) and Mr R. Shiell (National Academy for Higher Education) are available. The Aga Khan School of

Nursing Project is evaluated in a Report by Ms. M. St John, of the University of Aston, following her visit in June 1986.

Addresses

National Academy of Higher Education, University Grants Commission, Sector H-9, Islamabad

Better Education, 155 Sharafabad, Bihar Housing Society, Karachi 5

SPELT c/o Mrs Zakia Sarwar, F.25.D. Block 9, Clifton, Karachi 0607

15. GENERAL STATEMENT

Pakistan shows an extraordinary lack of exposure to ELT. Not only are teaching conditions extremely bad, but there is no proper pre-service teacher-training system for English language and the materials and examinations are in need of drastic reform. The private secondary sector does not at present show any better approach to the problem, despite its greater physical resources. The present government policy, supported by ODA, the British Council and American agencies, is to establish a cadre of trained staff who can gradually set up courses and facilities on which general reform can be based. At the same time, institutions such as universities which show initiative in setting up MA (TESL) or EAP facilities are to be encouraged. It will take at least another five years for the discipline of ELT to become properly established, and much longer for any real improvement to be seen in performance at secondary level. However, Pakistan recognizes its need for English competence and there is no danger of its falling out of common use in academic and commercial contexts.

The success of PACC (Section 9) shows that there is a need for direct teaching of English, and that this could be made to pay. Unfortunately the Council's financial constraints make this activity unlikely in the near future. In the meantime, the Council's policy is to support activities in ELT which meet ODA's aid criteria. Under this programme, it is hoped to increase British presence through KELT appointments in a number of universities in addition to the 'ELT Centre' at the National Academy for Higher Education.